

THE HISTORY  
— OF —  
EDUCATIONAL JOURNALISM

— IN THE —  
STATE OF NEW YORK

A PAPER READ JULY 28, 1893, BEFORE THE DEPARTMENT OF  
EDUCATIONAL PUBLICATIONS OF THE INTERNATIONAL  
CONGRESSES OF EDUCATION OF THE WORLD'S  
COLUMBIAN EXPOSITION, BY

C. W. BARDEEN

*Editor of the School Bulletin*



SYRACUSE, N. Y.  
C. W. BARDEEN, PUBLISHER  
1893

## John Amos Comenius.

1. *John Amos Comenius, Bishop of the Moravians, his Life and Educational Works.* By S. S. LAURIE. *Reading Circle Edition.* Cloth, 16mo, pp. 272. \$1.00.



This edition differs from those hitherto published (1) in being indexed by head-lines, (2) in the insertion of five portraits, and (3) in the addition of a bibliography, with fifteen photographic reproductions of pages from early editions of his works. The core of the book is the account of *The Great Didactic*, pages 73-153, the best treatise on Method ever published, at once broad, sound,

suggestive, and practically helpful. As a contribution both to the history of education and to its theories this book occupies a unique place, and is indispensable in even a small library of teachers' books.

2. *The Orbis Pictus of John Amos Comenius.* Cloth, 8vo, pp. 232. \$3.00.

This beautiful volume is a reprint of the English edition of 1727, *but with reproduction of the 151 copper-plate illustrations of the original edition of 1658.* A copy of the rare original commands a hundred dollars, and this reprint must be considered a most important contribution to pedagogical literature. The *Orbis Pictus* was not only the first book of object lessons, but the first text-book in general use, and indeed, as the *Encyclopædia Britannica* states, "the first children's picture-book."

The book is a beautiful piece of work, and in every way superior to most of the fac-similes we have so far been presented with.—*N. Y. World.*

We welcome this resurrection of the *Orbis Pictus*, which has lain too long in suspended animation. The master-piece of Comenius, the prince of European educators of the 17th century, was the greatest boon conferred on the little ones in primary schools.—*Nation.*

The old wood illustrations are reproduced with absolute fidelity by a photographic process, and as the text follows closely letter by letter the old text, the book is substantially a copy of the rare original.—*Literary World.*

3. *The Place of Comenius in the History of Education.* By NICHOLAS MURRAY BUTLER. Paper, 16mo, pp. 20. 15 cts.

4. *The Text Books of Comenius.* By WM. H. MAXWELL. Paper, 8vo, pp. 24. 29 Illustrations. 25 cts.

Everyone who feels that he cannot afford that beautiful volume, the *Orbis Pictus*, should invest a quarter in this, and find out what Comenius did.—*Educational Courant.*

**C. W. BARDEEN, Publisher, Syracuse, N. Y.**

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## BY THE SAME AUTHOR

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*Teaching as a Business for Men.* An Address before the National Educational Association, July 17, 1885. 8vo, pp. 20, 25 cts.

*The Teacher's Commercial Value.* An Address before the New York State Teachers' Association, July 9, 1885. 8vo, pp. 20, 25 cents.

*The Teacher as he Should Be.* An Address before the New York State Teachers' Association, July 21, 1891. 8vo, pp. 19, 25 cts.

*"Organization" and "System" vs. Originality in the Teacher.* An Address before the National Educational Association, July 11, 1890, by HENRY SABIN, State Superintendent of Iowa, with opening of Discussion by C. W. BARDEEN. 8vo, pp. 9, 15 cts.

*Some Facts about our Public Schools.* A Plea for the Township System. An Address before the New York State Association of School Commissioners and City Superintendents, Feb. 20, 1878. 8vo, pp. 32, 25 cts. (*Now out of print.*)

*The Present Status of the Township System.* An Address before the New York State Teachers' Association, July 10, 1878. (*Printed only in The School Bulletin.*)

*The Present Status of the Township System.* An Address before the New York State Association of School Commissioners and City Superintendents, Jan. 9, 1889. With an appendix containing the bill introduced in the Legislature of 1890. 8vo, pp. 60, 40 cts.

*The Tax-Payer and the Township System.* An Address before the New Jersey State Teachers' Association, July 2, 1891. 8vo, pp. 15, 25 cts.

*Effect of the College Preparatory High School upon Attendance and Scholarship in the Lower Grades.* An Address before the Department of Secondary Education of the National Educational Association, July 9, 1890. 8vo, pp. 5, 15 cts.

*Educational Journalism.* An Address before the New York State Teachers' Association, July 6, 1881. 8vo, pp. 30. (*Now out of print.*)

## EDUCATIONAL JOURNALS IN NEW YORK

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In educational journalism New York makes three claims: (1) to the earliest educational journal published in English; (2) to the most thorough trial of the educational journal as an official publication, having had for a time two such journals contemporaneously, one representing the Department of Public Instruction, and the other the State Teachers' Association; (3) to a series of educational journals of such continuance and character that they depict her educational history more minutely than that of any other State is recorded.

### THE ACADEMICIAN, 1818-1819.

On Feb. 7, 1818, appeared the first number of *The Academician*, a semi-weekly octavo (6x9½) of 16 pages, at \$3.00 a year. The editors were Albert Picket,\* president of the Incorporated Society of Teachers, and John W. Picket, corresponding secretary of the same. The editors deemed it unnecessary to expatiate on the utility of periodical publications in diffusing knowledge, and concentrating facts and opinions, which though isolated, are yet of real importance. Their contents were to "consist of observations on *Polite literature; essays on moral and physical science; biographical sketches of distinguished persons; Poetry, original and selected; criticisms; strictures on the best modes of education, notices of literary and philosophical institutions, etc.*" Solution of problems in science was to be a leading feature, beginning in Arithmetic, with easy questions. We find a series of articles on the new Lancasterian and Pestalozzian systems, and an essay on the evil tendency of theatrical representations at school. There is an Ode to Terror,—the last line:

And write, in blood, the fatal warrior's doom.

In curious contrast with the laboriously profound articles which fill most of the pages is a minute report of the trustees of Hyco Academy, North Carolina, which details how the First Class consisted of Mary Smith and William Parlee, who were examined

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\* Barnard xv. 544.

on spelling in words of one and two syllables, and were approved ; while the Second Class consisted of Sophia A. M. M'Gehee, etc., etc.

In the number for Oct. 19, one Samuel Bacon, of York, Pa., writes to the editors a congratulatory letter, and encloses a prospectus of *The Academical Herald and Journal of Education*, which he had projected six months before, and relinquished only when the *Academician* anticipated his plans. In this prospectus he had remarked :

It seems strange that almost every art, science and profession has its peculiar vehicle of information, while the science of education is without its advocate. Law, medicine and divinity, commerce, agriculture, and even the fashions and follies of the age, have their "*Journals*," while the art of improving the human mind, the source whence all the others derive their consequence, is abandoned to chance or neglect.

In the 14th number, "literary information" is solicited, which expression the editors amplify to include :

1. The origin, progress, AND PARTICULAR THE PRESENT STATE OF SCHOOLS AND COLLEGES. The number of presiding officers and their names :—course of study, etc.

2. Legislative and corporate encouragement.

3. Manner of government, how administered.

4. Professorships, number of professors and tutors.

5. Number of students in each place of learning.

6. The expenses of tuition, board, etc.

7. Society of students for literary improvement, rules, regulations, awards or distinctions.

8. Philosophical apparatus, library, etc.

9. Description of their buildings and their site (*sic*)—of the city, town or village in which they are situated, and of the adjacent country, etc.

10. Names of students who excel at the annual examinations ;—reports of the examining committees, premiums, rewards, etc.

11. An account of the rise and progress of theological societies and institutions—Sunday schools, etc.

The first fruit of this invitation is an account of Hamilton College, and the next number gives a description of a Lancasterian school in Washington,—

where 43 are making gratifying progress in dictionary exercises, English reading and grammar, Ramsay's Washington, Cumming's geography, etc.

28 with the above number read Freame's Scripture instructions (extracts from the old and new testament) and are able to spell words of from three to five syllables.

16 are learning to read Dr. Watt's divine songs and spell words of two syllables, etc.

On the whole *The Academician* is dry reading. The full 25 numbers were published, with an index and a preface which an-



nounced that the editors had completed their labors. They say :

In the prosecution of this work obstacles have arisen, which, unaccustomed to editorial duties, we little expected to encounter ; but notwithstanding these, and the short cessation allowed us from the toils of the scholastic (*sic*) profession, we have, in hopes of being useful to the student, preceptor, and the public, endeavored to fulfil the expectations which may have been excited from the novelty of the undertaking, and the situation in which we are placed.

#### THE COMMON SCHOOL ASSISTANT, 1836-1840.

In January, 1836, there was issued at Albany the first number of a quarto ( $8\frac{1}{2} \times 10\frac{1}{2}$ ) journal of eight pages, published at fifty cents a year by J. Orville Taylor.

Mr. Taylor was widely known as an educational leader. He was born in Charlton, May 14, 1807, fitted at the academy at Cherry Valley, and graduated from Union College in 1830, after which he studied law in New Haven.

About this time James Wadsworth of Geneseo, offered a prize for the best essay on school-teaching, and Mr. Taylor offered in competition an essay called "The District School, or National Education." The committee thought it hardly up to the standard required, but decided to give him the prize, and it was published at Mr. Wadsworth's expense. Mr. Taylor received \$1,000 for the copyright, and the preface to the 3d edition (1835) states that 3,000 copies were sold within four months of its appearance. The Regents recommended its use as a reading book in teachers' seminaries, "for the double purpose of improvement in the English language, and for becoming familiar with the most improved mode of instruction, and the best rules of school government." This edition is entirely re-written, and chapters VII and XIX are added. It is a 16mo of 296 pages.

Becoming thus identified with the cause of education, Mr. Taylor removed to Albany, and in January, 1836, issued 50,000 copies of this *Common School Assistant*. He had the patronage of Mr. Wadsworth, Gov. Marcy, Gideon Hawley, and other men of this stamp, and of the 11 numbers, ending with November of that year printed altogether 410,000 copies, or an average of over 37,000 copies a month. Subscriptions in sums as high as \$100 came in to encourage distribution of the paper, and it secured the beginning of an awakening in education.

He begins :

The improvement of Common Schools is the exclusive object of this paper. From statistical tables it can be seen that only one pupil in twenty goes higher than the common school. This paper, therefore, will endeavor to assist nineteen out of twenty of the children and youth of these United States, while they are acquiring the only education they will ever receive.

The *Assistant* started out well, with short articles, considerable news, and such endorsement by teachers that when the seventh issue was reached the back numbers had to be reprinted to fill orders.

In No. 11 the leading editorial talks gleefully of a Better Day :

What a change in one year, and on the subject of education too!! A subject to which public attention had not been turned. We might, it is true, have *talked* about education; have written some learned essays on education; have *put on the statute-book* some good laws on education; but the *whole people* with their voice and their press and their travelling agents and their voluntary associations, controlling and concentrating their awakened energies, *had not spoken*. It is only of late that the arms of the community have been thrown around the school house. It is but even now, that public sympathy and action, and united public action, is (*sic*) with and for the common school. Enlightened public opinion \* \* \* \* \* *is now felt*, and strongly felt, in every district, and in every family of the district. When the father passes the school-house, he says to his neighbor :

"We must put some glass in the windows that you see broken out; and we must nail on those clap-boards; and we must fix a little shelter for the wood, to keep it dry this winter."

His neighbor says :

"Yes, yes, you are right. I was thinking about that the other day; we will try and have a better school than we have had. I think, too, we should pay a little more and get a better teacher: don't you think it is best?"

"I should like that much," says the other, "for I mean to send my larger children to school this winter, and I mean to send them more steadily, too, than I have done. I do believe, as the *Common School Assistant* says, 'that to give our children a good education is the best thing we can do for them.'"

"Yes, neighbor," says the other, "I will go to-morrow and fix the school-house; and will keep a good look out for a qualified teacher, and we will have a school meeting, and get all the district awake on this subject."

Such is the feeling and language in the districts. What could be more hopeful?—(i.81).

At the close of the year Mr. Taylor announces that he shall begin his second volume with a monthly issue of 50,000 copies, and publishes a letter from Edward Everett, highly approving and offering to contribute. This number is accompanied by a design for a model school-house, by Alex. J. Davis, esq., architect, New York. Outside it resembles the first fire-engine house in a sprouting western city, the most prominent feature being a big and tall bell-tower. The building proper is half of an octagon, the desks being grouped about the "MASTER SEAT", as the plate puts it, probably by accident. A clock and globes are overhead, while on each side are architectural models—one of a Grecian temple and the other of a Gothic cathedral. *There are no windows*, all the light being admitted from above.



It was in the July number of this year that the first call appeared for a "Convention of Common School Teachers," at Albany, Sept. 20, 1836. Here is the notice :

CONVENTION OF COMMON SCHOOL TEACHERS.

The Common School Teachers in the State of New York are respectfully invited to meet in the Capitol at Albany, on the 20th of September next, at 12 o'clock. As it is known that this Convention is called for the purpose of increasing the pay and influence of those engaged in this arduous and honorable profession, there will be a full and general attendance. Teachers from every town in the State are expected.

A report of the meeting is given in the October number, wherein it appears that Mr. Taylor called the meeting to order and was made president. There were 140 present, and their principal work seemed to be to recommend the *Assistant*, and the "Common School Depository" which Mr. Taylor had established at Albany, and from which he sold during the year 7,000 volumes.

In the number for May, 1837, appears a call by a committee named "at a convention of teachers and friends of education held at Albany on the 18th of February last," for an assembly of "The Friends of Education in the State of New York," to meet at Utica, May 11, but we do not find a report given.

In March, 1837, Mr. Taylor announces that an "American Common School Union" conducted by him has been opened in New York City, "for the purpose of furnishing a Central depository, where can be *seen* and *purchased* whatever relates to the improvement of schools and to the diffusion of useful knowledge." A series of books was published that included eventually : Town's Spelling-Book and Analysis, McVickar's Political Economy, Taylor's Farmer's School Book, Wilson's Civil Polity and Political Economy, Mrs. Jane Taylor's Girl's School Book, and Physiology for Children, Mrs. Sigourney's Girl's Reading Book and Boy's Reading Book, Mather's Geology, Lee's Physiology, Beattie's Arithmetic, Taylor's District School, Burton's District School as it Was, Wittich's Essay on the Method of Teaching in Prussian Schools, Lord Brougham on Education ; and several anonymous books, as, Prussian and New York School Systems Compared, Satirical Hits on the People's Education, etc.

In the April number appears the constitution of the "American Common School Society," of which Albert Gallatin was president and Mr. Taylor secretary. It took \$500 to constitute a man director, and as 28 names are given the society seems to have had financial footing. Its purpose was to improve and extend public

schools by publishing a cheap monthly paper (manifestly the *Assistant*), offering premiums for school books, etc.

In the number for November, 1837, the editor announced "A Happy Thought." Thereafter he resolved to make his paper conform to the needs of children in the school-room, and accordingly he proposed in future issues to have the following departments: (1) News of the day, (2) Common Schools, (3) Social Morals, (4) Domestic Economy, (5) Political Economy, (6) Agriculture, (7) Mechanics, (8) Duties of Public Officers, (9) Science of Government, (10) Practical Chemistry, (11) Natural Philosophy.

The first statement under Practical Chemistry is as follows:

Caloric is a very thin subtle fluid.

The journal for May, 1838, illustrates "The Old School House," and "The New School House."

"The Old School House" is made of boards which are tumbling apart (query, why not of logs?), while the smoke, possibly the flame, pours from a corner of the roof where once was the chimney. Though this would indicate cold weather, boys are wading bare-legged in a ditch by the road, deep enough for another boy to cast up the despairing arms of one drowning. The master, balancing himself on his heels in total disregard of the usual restrictions as to centre of gravity, is striking with a cane a boy who sits rather uneasily upon the circumambient atmosphere. Another boy, hanging on the tailboard of a wagon, is being whipped by the driver, who, though in the distance, is a half larger than the master in the foreground, and who must be not only legless but thighless, as not the wagon, nor the space under it, nor the ground beneath, could contain the continuation of his form upon the same proportions. The rest of the boys are fighting, and all of them wear stove-pipe hats. One girl without a waist is jumping rope, and another, with ears set back under her hair to make room for her grin, is fixing her bonnet. Altogether it is a dismal spectacle.

"The New School House" is in marked contrast. All the boys have been killed off but two, and these are being led, hand in hand, down the clean pavement, by a Sixth Ward politician with his St. Patrick's hat on, and with one leg bent out to allow for the uncomfortable length of his left femur. There is a fence in front, made of two thin boards so far apart as to be no impediment to passage, and a pair of open gates which would come within a foot of meeting when they were closed. The building has two windows and a double-door without handle or hinges. Dyspeptic trees lean in labored rows on each side, and the absence of any sign of life

shows that the place has long been deserted, and that these two boys have been taken to it as a spectacle of some historical interest, like Bunker Hill Monument or Libby Prison. On the whole it is mournfuller to contemplate than the other.

Such were the ideals of fifty-five years ago.

In March 1838, the editor confesses that his journal has never paid for the printing and paper, but has cost \$2,000 more than its receipts.

The reward it gets is in the consciousness of exerting a great elevating influence; and greatly will that reward be increased if similar efforts (looking to the great good already done) shall give us many papers advocating the "People's College," as there are now advocating the subject of temperance.

At the conclusion of the 3d volume the editor says:

Four states have within the last eighteen months appointed Boards of Commissioners of Common Schools, sent out their Secretaries to address the people, and commenced the publication of common school papers. All of the school periodicals published by these Boards have taken a part of the name that we first proudly selected, viz: "Common School." This sheet was the first that ever bore on its front that noble title. And it seems that we had not only chosen a happy name, for every sheet with one exception out of the eleven now published and started since our own *has adopted our form*—a quarto with eight pages. \* \* \* Our paper has gone on without any interruption, increasing its subscribers daily, till it now has a larger list than it ever had at any other time. And we are happy to announce that our encouragement is such as to permit a small remuneration to agents, and still have good expectations of a fair salary to the editor.—(iii. 89).

A "Common School Almanac" at \$2.00 a hundred is promised, but nowhere described as appearing.

Mr. Taylor prepared and delivered in a series of towns three "Lectures on Education," which were published separately by the Society in 32-page pamphlets. The "Second Lecture" as printed gives on the back "As Some School Houses Look," and "As a School House Should Look," taken from the *Assistant*; and the "Third Lecture" gives a picture of half a dozen boys on a seat with no back or foot rest, a teacher in a silk hat and swallow-tail coat chopping wood for the school-house "at \$10 a month and board round," a tin-peddler crying out "I kept school awhile but its not respectable enough," etc. These with some of the cuts in the *Assistant* give an idea of the pictorial art of the day, the *Puck* of 1840.

In the September number is found an account of a meeting held at Saratoga in Aug., 1838, and in Feb., 1839, the Society offered \$100 for the best essay on "The Qualification of a Teacher in Pri-

mary Schools, and the Most Efficient Mode of Discharging his Duties." But the prize seems never to have been awarded.

At the end of the 4th volume it was announced that the *Assistant* would be doubled in size and in price (formerly 50 cents), and four such numbers were issued. But the number for April, 1840, is the last I have seen, and the Society seems to have disappeared also. The *District School Journal* had already been started at Geneva, the first number dated March 25, and to this the patronage of the State Superintendent (John C. Spencer) was given.

Meantime Mr. Taylor was "professor of popular education in the University of the City of New York." In Feb., 1839, he announces that in May 1 he will "commence his course of instruction to a Class of Young Gentlemen and Ladies, who may wish to make a better preparation for the profession of teaching." There were to be a recitation and a lecture each day for six months, the tuition was to cost \$10.00, the books (from the Depository, we may be sure) \$8.00, and board and washing \$3.00 a week, or half that if pupils board themselves. He adds, "The class of fifty which went through this course last summer are now receiving on an average \$30 per month and board, for teaching." Indeed from a quotation published in Oct., 1838, it seems he guaranteed positions at better pay to all his pupils, and in fact he conducted a sort of teachers' agency, as appears from this notice in Oct., 1839:

#### TO TEACHERS AND SCHOOLS.

Teachers can be informed of vacant schools, by applying at our office; and schools desiring teachers can always be supplied by applying as above. Schools should always state the wages, etc., they are able to offer.

But his efforts were too scattered to be successful, and after lecturing in many parts of the Union, he abandoned his work as a reformer to enter regular mercantile business of another kind. He was unsuccessful and retired to New Brunswick, where he lived in retirement till his death, Jan. 18, 1890.

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So New York's first two educational journals had failed,—the one yielding up the ghost with dignity, publishing its own requiem, and appending to its single volume a careful index as a sort of obituary sermon; the other ignominiously disappearing after a precarious and not wholly creditable struggle for existence.

But these had been individual enterprises. Meantime New York had begun the experiment of educational journals as official publications.



THE DISTRICT SCHOOL JOURNAL OF THE STATE OF NEW  
YORK, 1840-1852.

The *District School Journal* had been started March 25, 1840, at



FRANCIS DWIGHT.

Geneva, by Francis Dwight,\* as an eight-page quarto (9x11½). The prospectus urges that, while so many journals are advocating the claims of parties and sects, it can need no apology to add one to the small number of them which are devoted to the interests of District Schools, but confesses that the real origin of the paper is the recommendation in Superintendent Spencer's last report,

that New York have a paper for official communication between the Department and the district officers. Mr. Spencer had said :

In Massachusetts, Connecticut, and Michigan, there are journals devoted exclusively to the promotion of common school education. They are conducted under the superintendence of the officers charged with that subject, and are made the organs of communicating to the subordinate officers, to teachers, and to the inhabitants of districts, the various information necessary to the correct discharge of their duties, and to prevent litigation. They contain also valuable essays upon reforms and improvements of the system, and discussions on various topics connected with education, calculated to awaken attention to the subject, and produce a more active and vigorous spirit in forwarding the cause. There can be no doubt that a similar journal in this State might be made eminently useful in the same way, and it would certainly relieve this department from a very severe labor—that of answering inquiries as to the duties of officers, and resolving doubts and difficulties.—*District School Journal*, (i. 2).

Accordingly Mr. Dwight announces that the first place in this Journal will always be given to the decisions of the Superintendent and the official information to School Districts. But he also proposed to omit nothing which could be useful to parents, teachers, and pupils.

The new School Law, passed May 26, 1841, contained the following provision :

§ 32. The superintendent of common schools, from year to year for three successive years, shall be authorized to subscribe for as many copies of any periodical, published at least monthly, in this State, exclusively devoted to the cause of education, and not partaking of a sectarian or party character, as shall be sufficient to supply one copy to each organized school district in the State ; in which periodical the statutes relating to common schools, passed at the present or any future sessions of the legislature, and the general regulations and decisions of the superintendent made pursuant to any law, shall be

\* Barnard, v. 803.



published gratuitously. The said periodical shall be sent to the clerk of each district, whose duty it shall be to cause each volume to be bound at the expense of the district, and the same shall be preserved in the district library for the use of the district. The expense of such subscription, not exceeding \$2,800 annually, shall be paid out of the surplus income arising from the moneys deposited with this State by the United States.—(ii.2).

The issue of the *District School Journal* for July 1, 1841, contained the announcement of Superintendent John O. Spencer that this was the periodical selected by him, and would be regarded as the official organ of communication with the officers and inhabitants of the several districts. The Superintendent took great pleasure in again commending this publication to the favorable consideration and liberal support of the friends of education generally, remarking that the favorable successful prosecution of the work must depend chiefly upon the individual subscription, as the amount authorized to be subscribed by the State barely defrayed the expenses.

Under the impulse of Superintendent Spenceer's subscription for 12,000 copies, it was now removed to Albany, enlarged into a monthly quarto ( $9 \times 13\frac{1}{2}$ ) of 8 pages, and published at 50 cents a year. It gives some articles on teaching, some anecdotes of the goody fable sort, some coarse illustrations. The editorials are able, progressive, and aimed at definite improvements in the school system. The number of May, 1842, contains 16 pages, in order



HORACE MANN.

to give in full Horace Mann's 5th Report. With volume III the price is raised to 75 cents, and the size increased to 16 pages, 4 of which are intended for advertisements now for the first time to be admitted. But after two numbers the price is again reduced to 50 cents, and the size to 8 pages. In my bound volume no advertisements appear as yet. With Vol. III, No. 9, which ends the volume, it becomes an octavo ( $6\frac{1}{2} \times 10$ ) of 16 pages, and the pages become more and more dreadfully official, those for November and December, 1843, and January 1844, giving all the space but one paragraph to the new school law. In April, 1844, the editor announces his intention to issue double numbers on alternate months, but in fact did it every month, and in June associated with him as assistant editor the late S. S. Randall.\* In November the editor

\* Barnard, xiii. 227.



S. S. RANDALL,

prints with gratification a letter from a trustee who thinks the *Journal* an excellent family and school paper, and declares with tears in his eyes that it is just such a paper he is trying to make, and that he is giving so large a paper at constant pecuniary sacrifice.

In the number for March, 1845, Mr. Dwight replies to a complaint that he is unduly fed with public pap :

The State appropriates \$2,800 to pay for 11,000 *School Journals*, which are to be sent monthly to every district of the State. The volume of the current year consists of 342 closely printed pages. Besides the 11,000 volumes of this size, printed and distributed during the year, 800 additional copies (volumes) have been sent, without charge, to as many town superintendents, although not within the contract made by me with the State.

These 11,000 volumes cost me, before leaving the printer, over \$2,400, and the other expenses, clerk hire, etc., exhaust the remaining \$400. So that not one cent of the State appropriation has, in fact, found its way during the current year to my hands.

The sum received for the additional circulation of the *Journal* exceeds but little the amount paid by me to S. S. Randall, Esq., for his valuable services as associate editor.

With the advice and cordial consent of the Secretary of State, to whom these facts were familiar, I was allowed to add an advertising sheet, which is now printed on the four outer pages, serving as a cover to the *Journal*, and yielding something to the editor—about one-half what was offered to me when I was invited to take charge of the *Journal*.—(v. 323).

It was a little singular that thirty years afterward, when Mr. E. E. White sold the *National Teacher* which he had edited for seven years, he made precisely the same estimate—that the subscriptions just about paid the expenses of the paper, leaving him the advertising proceeds for salary. But only official support or exceptional editorial ability can show any such results. The average educational journal is very lucky if its receipts from subscriptions and advertisements both will pay for its paper and printing.

With the 6th volume it was announced that more space should be given to miscellaneous matter, but the change is not perceptible. No. 10 is draped in black for the editor and founder of the *Journal*, Francis Dwight, universally respected and lamented, who died December 15, 1845. Mr. Randall became sole editor, and announced in the February number, that as the Superintendent had ordered the subscriptions to districts continued, he should rely for compensation wholly upon the subscription list outside the State

appropriation, which was reduced in February from \$2,800 to \$2,400.

With Vol. VIII, 1847, another change was made in size, from  $6 \times 9\frac{1}{2}$  to  $6\frac{1}{2} \times 10$  inches, and in editors from Mr. Randall to Rev. Dr. Wm. H. Campbell. In June the editor remarks :

It gives us much pleasure to inform our readers that the Legislature just previous to its adjournment granted the usual appropriation to the *District School Journal*. We do not, however, wish to keep concealed the fact that the appropriation was voted for by some with great reluctance, and it cannot be doubted that their objections arose from no predudice against the cause of education, but simply because in some regions of the State the numbers of the *Journal* were not taken from the Post Office.—(viii. 5).

But why, it may be asked, is not the *Journal* taken from the Post Office ? Is it not the duty of the Clerk of the district to take it out ? Has he any option in the case ? Not the least. *It is his duty to take it out, and if he does not he is a delinquent.*

But, it was furthermore stated during the progress of the debate in the Assembly, that the *Journal* was *uninteresting*, being filled with the reports and proceedings of the town and county institutes. But such an objection was not made and could not be made by any gentleman who had read the *Journal* for the last eighteen months ; for during the whole of that period very few of these reports have been published. It was thought that as they had only a local interest, the columns of the *Journal* could be occupied more profitably, and they were so occupied.

It is also our purpose to pursue the same course in future. We wish to present to our readers that kind of reading which may be generally profitable and acceptable ; and it is hoped that no friend of county institutes will feel offended at us, for attempting to act in such a way as to deprive of his weapons any objecter who may rise in some future assembly.—(viii. 51).

In July the form of the *Journal* was once more changed, the page being widened and a larger type employed ; and in March, 1848, Mr. Campbell retired from the editorial chair in favor of Edward Cooper, who had founded the *Teachers' Advocate* thirty months before. He removed the publication office to Syracuse, where the appearance of the *Journal* manifestly improved, a thicker and whiter paper being employed, and some system observed in the sizes of type.

In the number for August, 1848, Mr. Cooper inserted a full page advertisement of the New York *Tribune*, which alluded to the coming presidential campaign in unmistakably Whig accents. To this the Superintendent, Morgan, objected, saying that while the contract with the Department permitted the attachment of advertising, there was a tacit understanding that these should include no partisan matter. The editor apologized, saying that the advertisement came as a stereotyped page, and was not read until nearly the whole edition had left the press.



In February, 1849, the publication office was once more removed to Albany, a fire on January 6th having destroyed the office at Syracuse, with the mailing books and all the back numbers. In April Mr. Randall again became editor, and in July he comments upon the following complaint from the *Wyoming County Mirror*:

With such liberal State patronage to start upon, and being the official paper of the State, one would suppose it could command the highest grade of talents to conduct it; and that the character would be worthy of the 700,000 children for whom it professes to speak. Has it been so? Take out the official notices, and it is the opinion of one, at least, that for a few years past, it has been a second or third-rate concern. Much of its reading matter has been dull and uninteresting, and, for variety and scientific character, we think it has been excelled by most of the educational papers with which we have been acquainted. The Massachusetts *Common School Journal*, edited by Horace Mann has been worth a dozen of it. It has seemed to lack essentially that kind of stimulus which is produced by energetic competition. Another paper, competing for the place, would probably have done much more to make it what it ought to have been, than all the State patronage that has been lavished upon it.—(x. 60).

With Volume XII, the *District School Journal* unites with the *New York Journal of Education* (see page 18), under the title of the *District School Journal of Education of the State of New York*; and W. F. Phelps and Joseph McKeen are joined with Mr. Randall as associate editors. But though Superintendent Morgan, in his annual report, recommended the periodical as an indispensable auxiliary to the department in the transmission and communication of educational information, and in the dissemination of educational news generally, and even urged an increase in the appropriation, the Legislature refused to heed him, and the *Journal* ceased with the number for April, 1852.

#### THE TEACHERS' ADVOCATE, 1845-1852.

"In the latter part of March, 1845," writes T. W. Valentine to Dr. Henry Barnard, "while residing in the city of Albany, I hap-



HENRY BARNARD, 1854.

pened to be engaged, one stormy day, in looking over my files of papers, and among others the *District School Journal*. \* \* \* \* These cogitations naturally led me to think of the feasibility of holding a State Convention of Teachers. Why could it not be done? \* \* \* \* How shall it be brought about? Will the *District School Journal* publish our call? Ah, what a pity it is that we teachers have not an organ

of our own, through which we may freely communicate with each other! *We must have one.* I must set myself about this work at once. \* \* \* \* Thus encouraged, I matured my plans, especially in relation to the *Teachers' Advocate*, the name I proposed to give our new organ." And he goes on in his letter, published for the first time in *The School Bulletin* for July, 1879, to narrate the history of the first meeting of the State Association, and of *The Teachers' Advocate*, which was at the same meeting started as the organ of this Association. In briefly reporting this meeting the *District School Journal* for October, 1845, says that Mr. Cooper, from the committee, disclaimed all hostile or rival feeling to any educational journal; regarded a journal devoted to the improvement of teachers, and calculated to secure the efficient co-operation of parents, demanded; and recommended a weekly paper of not less than 28 columns, independent of official support and political influence. The report was adopted, and Mr. Cooper was made editor.

I am not fortunate enough to own a copy of the first volume of this journal, of which the full 52 numbers were published; but I have the second, a quarto, 9x11½ inches, of 600 pages exclusive of advertisements. No. 1 is dated Sept. 10, 1846, published by L. W. Hall, Syracuse, at two dollars a year, and with a wood-cut heading representing a one-roomed school building of heavy architecture, and grounds carefully fenced in. This heading continued till Dec. 17, when it was supplanted by plain Roman type, changed Feb. 18 to Old English, and changed again June 4, when Joseph McKeen became editor, to fat Roman, with this addition, "and Journal of Education," published in "New York and Syracuse."

This was by union of the *Advocate* with *The American Journal of Education*, of which I have never seen a copy, but assume that it was a monthly journal established by the committee appointed at the second meeting of the Association, as reported in the *Advocate* for Oct. 29, 1846 (ii. 94). At the next meeting, Aug. 5, 1847, the Association approved of the union (ii. 570). In the editorial of June 4 Mr. McKeen says it was, like the *Advocate*, established under the auspices of the State Teachers' Association.

This change made some feeling, as subsequently appears (iii. 73). Mr. Cooper had published an advertisement (ii. 419) offering a half interest in the *Advocate* "to some competent and practical teacher on reasonable terms." The editor here says:

The circulation of the paper is now larger, and is increasing more rapidly



than at any time since it was established ; and consequently it will repay more editorial labor.

But Mr. McKeen says (iii. 74):

One gentleman raises the question whether Mr. Cooper was voluntary in his retirement from the *Advocate*. We have always supposed that he retired from choice, because he was desirous of engaging in business that would yield him a better income. Whatever may be said of our predecessor by others, we are of opinion, after a pretty intimate acquaintance, that he is not a man to be unseated, and fall silently and passively to the ground, against his will. The simple truth is, that he wanted to sell, and we bought, with the advice and approval of the executive committee of the State Association, and numerous other friends and teachers both in the eastern and the western parts of the State.

From Feb. 5, 1847, the following are for a time announced as regular contributors :

W. A. Alcott, M. D.

Benj. Hale, D.D.

Prof. E. North, A.M.

Prof. C. Dewey.

His Ex. H. Eaton.

A. F. Boyle, Esq.

Salem Town, A. M.

W. H. C. Hosmer, Esq.

E. Webster, Esq.

Miss Emma Willard.

Miss Eliza Robbins.

Miss C. E. Beecher.

To these names were afterward added those of Samuel J. May, and Albert D. Wright.

With Vol. III the journal began to be printed in New York (though the title still gave the publication-office as "New York and Syracuse"), the issues became bi-weekly, the price was lowered to one dollar, and James N. McElligott\* was associated with Joseph McKeen† as joint editor.



JAMES N. McELIGOTT.

Several other paragraphs in this number claim that the meeting of this Association, just held in Rochester, had not been harmonious, some feeling existing between eastern and western teachers, as well as differences of opinion as to the County Superintendency and the Normal

\* Born of North-Ireland parentage in Richmond, Va., Oct. 3, 1812, but came to New York at an early age, and was for a time instructor in the collegiate school, but became in 1848 principal of the Mechanics' Society school. In 1853 he opened a classical school, which he conducted till his death, Oct. 22, 1866.

† Born in Antrim, Vt., 1792; in 1818 removed to New York, and after teaching in a private school became principal of No. 5, in Mott street. In 1848 became superintendent of schools. In 1854, Samuel S. Randall was made superintendent, and Mr. McKeen and Mr. Seton were made assistants. He died April 12, 1856.

school. Of the latter Mr. McKeen was not an enthusiastic advocate, as is shown by his insertion of an attack upon it (iii. 295).

In January, 1848, Mr. McElligott being appointed superintendent in New York City, Mark H. Newman & Co. became publishers of the paper, the editors guaranteeing that its columns should remain independent on all text-book topics. It was announced that special effort would be made to extend its circulation to families, but hereafter it would be sent only to paying subscribers, the names of those in arrears being mostly stricken from the books. With the number for July 7, the publication office was removed to 116 Nassau street, and there was evidently much friction in the management. It was published regularly up to Aug. 25 (No. 129), but the next number was so reduced in size by the printer that the editors rebelled, and formed a new company, Mr. McElligott retiring. On Nov. 1, No. 131 appeared as Vol. IV, No. 1; Syracuse was dropped as an office of publication; and the editors and publishers became Joseph McKeen, Wm. B. Latham, Jr., and J. H. Tobitt,—the last the proprietor of "Tobitt's Cheap Cash Print." It was also announced:

☞ Everything in this establishment being now on the "Cash System," no person is authorized to obtain credit on our account. PUBLISHERS.

The editors say:

In presenting to our subscribers the first number of the fourth volume of the *Teachers' Advocate and Journal of Education*, we think it not amiss to remind them that ours is the oldest, and we believe the only, educational journal in the United States which has been devoted to the interests of teachers. Aiming to elevate, harmonize and defend them, we have made many pecuniary sacrifices and devoted not an inconsiderable portion of our time in order to sustain this, their organ, rather than relinquish an enterprise which has for its end the promotion of so laudable an enterprise. The cause and interests of education are so inseparably identified with the instructors, that we deem this the place to begin. No person should be admitted into our profession without his character being well vouched for, and his acquirements equal to his station. If the teacher is well taught, he should be well paid. It has steadily been our aim to increase the consideration in which our profession, from its importance, should be held.—(iv. 9.)

But after a change of title to *New York Journal of Education*, it was in May, 1851 consolidated with the *District School Journal* (see page 15), and it died with it, one year later.

Among the interesting articles are a letter dated July 27, 1846, from Horace Mann to the schools of "Chautauque" county (ii. 25), addressed to the pupils, and well worth reprinting now; and an article of similar tenor from Horace Greeley (ii. 37), in which his

first counsel is to "avoid the common error of esteeming a College education necessary to influence or eminence in life."

In the number for October 1, 1846, the editor corrects the impression that the *Advocate* is to be united with the *District School Journal*, saying that the former publisher of the *Advocate* has purchased the *Journal*, but has given up his interest in the *Advocate*. The two journals will keep their respective paths, the *Journal* as the organ of the Department, and the *Advocate* as the organ of the State Association.

It is curious to note in glancing through these volumes that when the Smithsonian Institution was first established it was regarded as an national university (ii. 19). There is music (ii. 44) in a queer notation apparently something like the tonic sol-fa system.

The report of the State Association extends through several numbers. The report of the committee on elementary education, unanimously adopted, recommends the construction of first readers on the following plan:

See the bees.  
See the tree.  
We see the tree.  
The tree we see.  
We see the bee.  
The bee we see.

Go so.  
O see me go.  
See me go so.  
O see the bee go.  
We see no be go so. (!)  
No go to see the tree.

The committee on Jacotot's system of instruction report (ii. 105)

against it, and make the report a condemnation of the word-method of teaching reading. Subsequently (iii. 24) a sketch of Jacotot's life is given. Another committee reports (ii. 10) unequivocally in favor of phonography, in which the *Advocate* gives practical lessons.



JOSEPH JACOTOT.

The text-book contest between Willard's and Willson's histories appears in advertisements containing mutual charges of plagiarism (ii. 468, etc.). Later, there is an editorial attack upon McGuffey's Readers (iii. 57). There is a humorous account of a debate on oral vs. written spelling (ii. 508) quite worth reprinting now for the sake of the arguments for the latter.

The third meeting of the State Association filled its president, who was the editor of the *Advocate*, with elation. "The day of

triumph for the Teacher is at hand," he says (ii. 575): "for without doubt, his emancipation is nigh. His worth is beginning to



EMMA WILLARD.

be felt, his power to be known." But subsequently (iii. 73) he deprecates the feeling of disunion between eastern and western New York teachers that threatens the usefulness of the Association. The report on female teachers by Mrs. Willard, one of the "regular contributors" previously mentioned, is given in full (iii. 17), as is her paper next year on the elevation of teaching (iv. 1). At

the meeting Sept. 17, 1847, of "The New Jersey Society of Teachers and Friends of Education" we notice :

An opportunity was given for the presentation of new books. Prof. Davies presented the University Arithmetic ; Mr. Saunders, the Grammarian and the Young Vocalist ; Prof. Thomson his Mental and his Practical Arithmetic. —(iii. 25).

Discussions on corporal punishment are frequent, but the balance is always in favor of it. Indeed a committee of the New York city teachers' association reviews Lyman Cobb's book at length, condemning its conclusions (iii. 71), and the editor takes issue with Horace Mann, so far as the latter wavers (iii. 201). In the number for December 24, 1847, appear advertisements of the "U. S. School Agency" established in New York by E. H. Wilcox. It charges institutions from \$2.00 to \$8.00 apiece for furnishing teachers, but will keep an academy supplied with all its teachers for \$15 a year, or a college with all its professors for \$25 a year. It charges teachers from \$1.00 to \$15 for getting positions, requiring pay on registration, but returning it if the position is not secured. For a time this Agency had the support of the *Advocate*, but subsequently (iii. 249) the editor was obliged to announce that Mr. Wilcox as agent for that journal had wrongfully sent out bills, and future dealings should be with the publishers alone ; and the advertisement of the Agency disappears.

Toward the latter part of the second volume stories began to be introduced, historical, of family discipline, and the like, in evident attempt to popularize the *Advocate*, but as a whole it is dry reading, made up mostly from reports, addresses, and papers so long that they have to be continued through several numbers.

#### THE NEW YORK TEACHER, 1852-1865.

In 1852, the State Teachers' Association met at Elmira, and on the first day, August 4, the following resolutions were adopted :



*Resolved*, That a paper be established, to be called the *New York Teacher*, and that the ownership and entire control be vested in the New York State Teachers' Association.

*Resolved*, That the management and supervision of the paper be entrusted to a Board of Editors, to consist of twelve persons, all of whom shall be practical teachers, who shall be appointed annually by this Association, and who shall be selected from the various parts of the State, in such a manner as to have all sections represented, as far as may be practicable.

*Resolved*, That in addition to the above, a local editor shall be appointed by the Board of Editors, who shall also be a practical teacher, who shall reside in the place where the paper is published, who shall have immediate supervision of the paper, and who shall receive such compensation for his services as the Board of Editors shall allow, and the success of the enterprise may warrant.

*Resolved*, That the paper be in the form of a pamphlet, and be published monthly, at one dollar per copy.

*Resolved*, That the publication of the paper be commenced on the first of October next, provided that at least one thousand paying subscribers be obtained, and their subscriptions be advanced by that time.

*Resolved*, That the paper shall be conducted in such a manner that the promotion of the great cause of education be made a prominent object.—(i. 4).

Thomas Weston Valentine\* was chosen local editor, and the first number was issued in Albany. In his salutatory he says:

It is well known that the *Teachers' Advocate*—the first paper of its kind ever published in this country and perhaps in the world—was also first established as the organ of our Association:—but, though its recent editors were gentlemen worthy of the highest esteem, from some cause, of which it is needless now to speak, it failed to secure that deep sympathy and abiding interest from the great body of teachers in our State, so indispensable to its permanent prosperity. Several months ago its publication ceased, and since that time we have had neither a teachers' paper, nor any periodical devoted to the general interests of education. It was the universal opinion at Elmira, that, notwithstanding the unfortunate results of our previous effort, a periodical of the right sort, if once established, could be well sustained; and in accordance with that opinion pledges were given, sufficient in amount to warrant its commencement.—(i. 26).

Of the first number 2,000 copies were issued, though in spite of numerous pledges of fifty dollars each, scarcely a single dollar had been received, nor was the subscription list at all to be relied on (i. 96). But at the end of six months, the editor prints 1,500 copies, and declares that he has succeeded beyond his most sanguine expectations. Soon after he says:

Our readers will recollect that when the idea of a teachers' journal was first presented at Elmira, last August, we strenuously opposed the plan of making

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\* Born in Northton, Mass., Feb. 16, 1818, and began teaching in Lancaster, Mass. In 1840 he taught in Pa.: in 1841, in Ashland, Mass.; and from 1842-1853 was principal of a public school in Albany. He was superintendent of the Albany Orphan Asylum, 1853-4, and in 1855 became principal of No. 19, Brooklyn, where he died April 4, 1879. He originated the New York State Teachers' Association, and began the movement which led to forming the National Educational Association.



it a mere *magazine of literature*, in which long essays only should be published, even though these *might* be good in their place ; and not only so, but we strongly advocated the plan of making it a *newspaper* simply, through the columns of which the teachers of our State could hold familiar intercourse with each other, each communicating his thoughts in his own chosen way. It was our opinion then, and it is now, that a publication in pamphlet form would lead many to expect articles of great literary merit, and thereby frighten away the more common class of teachers,—the very class we wish to reach. We have, therefore, sought to make the *Teacher* very democratic, in the true sense of that term ; and in regarding this as the true way to interest the great body of teachers in an enterprise of this kind, we find we have not been mistaken. \*

\* \* For ourselves we can only add that we were never *cut out* for one of the *literati*,—or if we were, were sadly spoilt in the *making*. The chief part of our education was obtained at the district school which we attended for fifteen consecutive winters, and when we went to the academy “to fit for college” (though we got over the fit long before we reached the college), we were compelled by poverty to study with the Latin or Greek grammar in one hand and a *paint brush* in the other. We, therefore, make no pretensions of having the necessary literary qualifications for the place we hold, and wonder only how we have ever got along at all. The only merit we claim is, that of being second to none in our zeal and devotion to the interests of teachers, and the cause of universal free education.—(i. 256).

Of the Legislature of that year he says :

This body has at last adjourned, for which all thanks ; for a more disgraceful set of blockheads never assembled. That the country can go on prosperously in spite of such a nuisance, only proves our vast resources and recuperative powers.—(i. 353).

Mr. Valentine was re-elected, and announced at the beginning of the second volume that the *Teacher* had taken in enough to meet current expenses, with perhaps a trifle left with which to begin the new year. Principal W. W. Newman sent eighty subscriptions from Buffalo, and assured Mr. Valentine that county would take 150 copies. Charles Davies sent a check for fifty copies, as he had done the year before. Later in the year, D. M. Pitcher, town superintendent of Owego, forwarded the names of all of his thirty teachers, for which he got the prize banner at the Association. But the editor's path is not wholly smooth. He presently complains that there are traitors in the camp, enemies who will not be placated, and whose biographies, he fears, he shall have to reveal to a saddened public. Besides, the general body of teachers have not taken hold as they should. Instead of 2,000 subscribers he ought to have 20,000, so that instead of thirty-two pages a month he could give twice as much twice as often.

Then, instead of having the *dregs* of one poor fellow's time, and requiring him to keep the accounts, conduct the correspondence, attend to the mailing, etc., to say nothing of the editorial duties, a good, competent man could be

employed in each of these departments, besides having the whole time to some talented man in the editorial department. Then might the teachers of the State point with pride to their professional organ, and find real pleasure and profit in reading it.—(ii. 112).

Subsequently he says of this editorial :

By the way, Brother Huntington of the *Conn. Journal* thinks our late article entitled "*A Few Plain Words*," was a *harsh* one. So it was Brother H.; we believe in using words that will *scratch*. When castigation becomes necessary, all good teachers say it should be done *thoroughly*. But if you could see the pile of dollars which that article brought in, you would acknowledge that we were harsh to some purpose.—(ii. 287).

The editor keeps his temper as well as he can over the election of Victor M. Rice, as State Superintendent, instead of Mr. Randall, but he has no patience left when he depicts the sneering contempt with which the Legislature discussed the bill to incorporate the State Teachers' Association.—(ii. 249).

In June, prizes of twenty dollars were offered for the best original essay on any subject connected with practical education, and for the best original poem of not less than 200 lines on any similar subject. These were taken by Marcus Willson, the text-book author, and Mrs. Charles H. Gildersleeve, of Buffalo. At the beginning of the next volume a Webster's Dictionary was offered to each of the twelve persons who should furnish the best article for each monthly number. One of them was awarded to Dr. T. S. Lambert.

At the Oswego meeting of the Association, Mr. Valentine made a personal statement.

He commenced by giving an outline of the Association, which was organized in July, 1845, in the city of Syracuse. It was the first State Association of teachers ever formed in this or any other country, so far as he knew, though our example had since been followed by twelve to fifteen other States. The *State Teachers' Advocate*, established at that time, was also the first teachers' professional paper ever published. Both of these projects he claimed the honor of originating, though he had originally been content to let others enjoy that honor. Mr. V. then gave a brief history of the publication, first as the *Advocate*, at Syracuse, then in New York, where it was afterwards changed to magazine form and called the *Journal of Education*. Finally it was merged with the *District School Journal*, which publication expired in April, 1852.

The State of New York was then without an educational journal, and this Association without an organ. With these unfortunate precedents, no one seemed willing to undertake the task of again embarking in this enterprise. Under these circumstances, as a teachers' paper had always been a favorite idea with him, he resolved to present the subject at the then approaching meeting at Elmira, as he had done seven years before at Syracuse. The result was the establishment of the *New York Teacher*, with himself as resident editor. Its publication was commenced without a single *bona fide* subscriber (though

some were pledged), and, as we are not an incorporated body, he was obliged to become personally responsible for the payment of all bills. But the work prospered, and it had gradually increased in circulation until it was more extensively taken than any other journal of its kind in the country,—having nearly 3,000 subscribers, and more than sustaining itself. For two years he had now served as resident editor—a place he had never sought—, for which service he had received no compensation except for the manual labor performed. With one or two exceptions, he had heard of no complaints of his course until he arrived at this meeting, where he found some few persons very busy in operating against him. He should, therefore, most respectfully decline a reappointment, though he had no complaints to make, except that, if reports were true, there had been a want of frankness and open dealing towards him.—(ii. 258).

He was, however, reappointed, Mr. T. H. Bowen, a clerk in the Department of Public Instruction, being made business manager and financial agent, so as to leave Mr. Valentine at liberty to give all his labor to editorial work. He started out with a jubilant retrospect, but resigned immediately, leaving entire charge of the *Teacher* to Mr. Bowen.

Mr. Bowen's management proved disastrous. Of the first number he got out 5,000 copies of forty-eight pages, at a cost of more than \$300 and more than double that of any previous issue. He announced that 5,300 copies would be struck off in October, and he makes it fifty-two pages. He boasts of a list of ninety subscribers from Buffalo, and of one hundred from Solomon Jenner, of New York. Superintendent Rice urges trustees to subscribe for the *Teacher* out of the library money, and to bind and place it in the library. The net price to trustees was put at eighty-four cents, which Mr. Bowen declares to be less than the price of printing, if the proceeds of advertisements should be deducted; but he promises if the circulation can be increased "eight or ten thousand," to give sixty-four pages a month. To encourage them he prints sixty-four pages in January, 1854, he has a California editor, and he adds a New Jersey department. Having given 390 pages to the first six numbers he calls it a volume, and begins the number for April, 1855, as "Vol. IV. No. 1." In this number he says:

Frankness is one element in my character. That being the case, I have to state that continued apprehension as to my health has induced me to accept an offer to engage in more lucrative business. I have, therefore, left the Department of Public Instruction, and now may be found with Smith & Co., manufacturers of Argentine and Silver Plated Ware; office at 542 Broadway, Albany. No step was ever taken with greater reluctance, but in the judgment of all my friends, it was plainly my duty. In attempting to continue the *Teacher* through the year, though I may jeopardize my reputation in my present occupation, I feel that the service is due to the profession in which I have been a humble member, and with which I shall ever deeply sympathize. If I

have friends (and I *know* I have) I need their sympathy and aid. My own toil is given freely without reward. Shall I be sustained!

T. H. BOWEN.—(iv. 57).

He does not jeopardise his reputation in his present occupation in the July number, for he gives one of Smith & Co.'s cuts of silver-plated ware, describes the process of manufacture, and ends by declaring it equal in appearance and service to any in the world, as ware made by the firm of Smith & Co., "we are assured, has no superior in this or any other country" (iv. 240); and he binds in the number "Bowen's Self-Multiplier," a pamphlet of sixteen pages published by Fowler & Wells.

But he got the thanks of the Association at Utica, and was continued financial manager, A. Wilder taking the editorial chair at the opening of Vol. V. He designed to give more variety to the matter inserted, "that the magazine may be more fully adapted to the fireside, without losing its value to the teacher." Listen to this:

The editorial vocation has always been the ideal of our aspirations. Too often is its drudgery performed for a meager and inequitable compensation; and we have learned in what consists its wearisomeness, its annoyances, and its attractions. We, to some extent, apprehend the nature of the duties which we assume; and like the Hebrew prophet we shall supplicate that a double portion of the spirit of our predecessors be communicated to us. It is our office to enlighten rather than to control [!]; and we are habitually jealous of interference with personal right. Much may be endured in silence, but never forgotten. We intend to ever hold the balance nicely adjusted between our own rights and those of our readers; erring rather from defect of judgment than from depravity of heart.—(v. 3).

It easy to foresee what effect this sort of palaver will have on teachers accustomed to the rude but crisp and vigorous and honest opinions of Mr. Valentine. The finances got beyond Mr. Bowen's control, and he announced in the number for February, 1856, that his duties would thereafter be performed by Mr. James Cruikshank\*, then a clerk in the Department of Public Instruction. Mr. Bowen's last request to the teaching fraternity is an idea wholly original with him, but which needed no patent, viz: that every person engaged in the work of instruction in the State should contribute  $\frac{1}{2}\%$  of his annual salary for the support of the *Teacher*,

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\*Born in Argyle, N. Y., Aug. 28, 1831, educated at Albany Academy and Union College, and in 1853 united with his brother Robert in establishing a boarding-school at Bellport. From 1855 to 1866 was a clerk in the Department of Public Instruction. From 1866 to 1872 was assistant superintendent of schools, Brooklyn. In 1875, became principal of No. 12, Brooklyn, where he still remains. He was corresponding secretary of the State Association from 1856 to 1876.





JAMES CRUIKSHANK.

and the general purposes of the State Association.

In June, 1856, Mr. Cruikshank appeals with some urgency for more subscriptions, and at the Troy meeting of the association it was announced that by beginning the year with an edition of 10,000 copies of extra size, on a basis of less than 5,000 paying subscribers, and by a failure to obtain the State appropriation of \$1,200, the small debt which rested on the *Teacher* had been run up to \$2,400. The board of editors did not want to ask voluntary contributions of its own members, or to beg of its friends; and it recommended the acceptance of Mr. Cruikshank's proposition, to assume all the indebtedness of the *Teacher*, in consideration for which its entire fiscal management should rest with him for three years, with editorial charge subject to the direction of the board of editors.—(v. 560).

It seems to have been a capital bargain for Mr. Cruikshank. The State appropriation of \$1,200 was afterward paid, so that for \$1,200 he got possession of the subscriptions and advertisements of the recognized official organ of the teachers of the State, having a circulation of nearly 5,000.

At the conclusion of three years the contract was renewed for five more; but Mr. Cruikshank's interest in the *Teacher* became less and less, and finally, having removed from Albany and given it very little attention during the last year, he withdrew altogether at the close of the 16th volume; and the subscription list was at the Auburn meeting in 1867 transferred to the *American Educational Monthly*, the contract lasting five years from June 1, 1868. Volumes V and VI of that journal have on the title-page "*The New York Teacher and American Educational Monthly*," but after that the former half of the title disappeared.

#### THE AMERICAN EDUCATIONAL MONTHLY, 1864-1876.

In the first number of the *American Educational Monthly* it is announced that subscribers to *The Educational Herald and Teachers' Bulletin* will be entitled to the *Monthly* for their unexpired terms of subscription. Of this *Herald* I have only the volume for 1859. This is an 8-page folio, 10x13, at 50 cts. a year. It is called "Volume III. New Series Vol. I." and is published by Smith, Woodman & Co., "at the rooms of the American School Institute."



The title becomes with this volume *Educational Herald and Musical Monthly*, and a song is given in every number, all by Geo. F. Root except the last two. Mr. Root also becomes musical editor. Mary L. Booth is the most frequent contributor, but as from half to three-fourths the space is given to advertising there is little room left for educational matter. "The American Institute" is, it will be observed, a School Agency. According to advertisement here it "supplies Schools, Seminaries, and Colleges with competent Teachers and Professors, for any department of Science, Literature, and Art. Particular attention paid to orders for Music Teachers. Schools supplied with pupils. Books, Pianos, Music and Apparatus, etc., furnished at the *lowest cash rates*. Schools and School-partnerships bought and sold on commission. *Parents and Guardians* supplied gratuitously with full information and circulars of the best schools."

As this is the Teachers' Agency afterward conducted by Mr. Schermerhorn, I conclude that he purchased the "American Institute" and all its appurtenances, including the *Herald*.

Be that as it may, this first number of the *Monthly* announces that the publishers, Schermerhorn, Bancroft & Co., "have secured the services of a gentleman of distinguished ability to take Editorial charge." They continue :

The gentleman alluded to is widely known as one of the leading Educators of the country. His broad and philosophic views, with his skill and energy as a writer, give the utmost confidence that the design of this Journal will be efficiently and successfully carried out ; and that it will be welcomed to the homes and hearts of many thousands of appreciative readers.

This first volume, for 1864, contains 384 pages, 6 x 9½. With Vol. III this size was cut down to 5½ x 8½, and in this form it was regularly published till the close of 1876, the last volume containing 576 pages. It is therefore in amount a considerable contribution to educational journalism, and it published a good deal that was of value. In Vol. I began a series of articles on the great English public schools ; in Vol. II, on Pedagogical Law, afterward published, with additions in Vols. VIII and IX, as Walsh's Lawyer in the Schoolroom ; through Vols. IV, V, runs a series of articles on Reform Schools ; Kiddle's *How to Teach* and *Johonot's Schoolhouses* are reprinted in full, and throughout there are frequent informational articles, oftenest in geography and grammar. More stories of the school-room are in the early volumes than in any other journal I know,—many of them sketches, but several of them, like John Boyd, Julian Gurdon, and *The Sons of Pestalozzi*, continuing for many months. So as a set of books on education

these volumes are well worth owning, and as the publishers bound up a good many volumes every year, some of them may be found in most educational libraries.

But as an educational journal the *Monthly* never had much influence, for its editorial management was never in sympathy with teachers. It was a caustic critic of everything educational. It had editorials on the ignorance of teachers (ii., 344), and the dishonesty of teachers (ii. 378, iii. 81); it spoke contemptuously of the State Teachers' Association (iii. 393, iv. 370, v. 417, etc.), and of teachers' institutes (vi. 16), and burlesqued them both (viii. 402; v. 70). It sneered (vi. 133) at the Illinois schoolhouse sent to the Paris Exposition, and asked why its out-house was not set up behind it. Other educational journals it held for a long time in contempt, mentioning them only to wipe the floor with them (i. 18; viii. 239). Normal schools it had little respect for (iii. 373; v. 278), and it attacked some of the principals individually, like John W. Dickinson, Miss Johnson, Joseph Alden (v. 293); and W.F. Phelps (xi. 35). The Oswego Normal and object-teaching it especially distrusted (vi. 443), though later it became an advocate of object-teaching, and gave (xiii. 1) the first part of a lesson on the turtle, illustrated by Frank Beard, promising to "exhaust" the subject of turtles next month.

But it was especially rabid on all text-book matters. Its reviews were so violent that a couple pages of long primer would lead to nine pages of nonpareil in refutation (xiii. 237, 286, 427); the criticism of Worman's German Grammar (vi. 182, etc.) would make a book bigger than the grammar itself. It wondered that other educational journals yielded to text-book despotism (iv. 30; v. 30; vi. 20, etc.). Yet it puffed its own books unreasonably, and its editorial glorification of Johnson's Cyclopædia (xi. 529) was poorly paid if it received only a single copy.

As for text-book agents, it deplored the limits of the English vocabulary when it referred to them (ii. 38, 272; iv. 154, 413; v. 374, 417; vi. 517; viii. 436; ix. 478; etc.), and it revelled in describing the California fight (xii. 129, 347).

Now, to parody one of President Lincoln's sayings, you can quarrel with some people all of the time, and with all people some of the time, and still be respected and right; but you cannot quarrel with all the people all of the time and yet have any influence as a school journal. Yet that was just what the *Monthly* did, and so even after its union with the *Teacher* (v. 286) it never had any real following, and complained that it had not had coöperation enough to enable it to maintain a State department. The last volume

dropped the general title altogether, and became *Schermerhorn's Monthly, for Parents and Teachers*.

But it continually spoke of itself as increasingly successful. At the beginning of the fourth volume it announced that it had passed the experimental stage :

The projectors of the *American Educational Monthly* had a keen conception of the obstacles before them. They knew that they had much to overcome, and much to learn from experience. But they felt well assured that the *right kind* of Educational Journal would be rightly appreciated. The event has sustained their estimate of the appreciation of American Educators.

The *Monthly* has attained a circulation greater than that of any similar journal in the world, and probably greater than the combined circulation of all the other Educational monthlies in America. No effort will be spared to improve its character and usefulness.—(iv. 32).

In Vol. V. (p. 281) it spoke of its hundred thousand readers.

Later (vi. 117) in an editorial on Our Educational Periodicals it concluded that the general impression among teachers concerning other journals was that they were trash. In November of this volume (vi. 474), it acknowledged its mistake in laboring exclusively for the common schools, and said that the gradual widening of the *Monthly's* scope would be continued, and if the friends of higher education responded, the size of the journal would be largely increased. With Vol. VII, a larger type and more open page were introduced, and the contributed articles, heretofore anonymous, began to be signed. In Vol. VIII, the number of pages was increased, and the articles became more literary than pedagogical. At the beginning of Vol. IX the editors were "led to reflect that it is no light task to conduct an educational magazine," but said :

The press everywhere has sustained us, and appreciative subscribers have urged us to go on in our fight against error in education. Strong endeavors to serve a good cause with fidelity may make some enemies, yet many steadfast friends will not be wanting.

In Vol. XIII it says (p. 45) :

Somehow our *Monthly* has acquired a reputation for being "aggressive." In a certain sense we may be deserving of such a reputation. Thirteen years ago, we pledged ourselves to "fearless and impartial criticism of quackery in school books and in school supervision." And we regret that we have made many bitter enemies in fulfilling this pledge. At the same time, we have many evidences that we have accomplished great good in exposing many imposters and in blotting out many absurdities. It is no pleasant and no profitable matter to drag to the light the corruptions of influential school officers, and the faults of books pushed by powerful publishers. Yet we shall renew our original pledge. And we shall pray for additional strength and pluck to know no friends and to fear no enemies.

This is the last editorial reference to itself we find, though there

are signs in this last volume, like the repetition (p. 387) of a picture already once printed at the beginning of Vol. IX, that little editorial labor is longer given. The affairs of the publishers had become involved, and early in 1877 the business was closed out at sheriff's sale.

### THE NEW YORK EDUCATIONAL JOURNAL, 1872-1875.

At the meeting of the State Teachers' Association held in Saratoga, 1872, the project of an organ of the Association was once more revived and the following report of the committee appointed was adopted :

Without recounting the failures of the past, or calling attention, beyond the mention, to the fact, of the two Educational Journals published in the State, local in their circulation and restricted in their range of topics, your Committee would state that the matter referred to them presents itself in three aspects.

1st. *The desirableness* of a State Journal to represent *all phases* of our Educational work,—to give that information of the work of Education in general, which will incite the teachers of the State to more wisely directed, and more efficient effort.

2d. What *Special Interests* shall be served, and how can such a Journal be conducted.

3d. The *Financial Features* of the *Project*.

Your Committee are prepared to report only on the 1st and 2d.

Your committee will not reflect upon the intelligence of this Association by discussing the first point.

You know what you want, and we are to-day but putting into form what you have indicated by the appointment of this Committee. In considering the 2d point, allow your Committee to say, they are not unaware of two special and important interests in the State, which have by some means been made antagonistic, and which if maintained in their present attitude must prove greatly detrimental to the success of the proposed Journals, if not preventive of its establishment, even.

Your Committee modestly affirm, also, that they have not underrated the difficulty of harmonizing these and other interests, and of enlisting all in the hearty support of the State Journal.

Your Committee have consulted able and honorable representatives of these interests, who are members of this Association.

Impressed with the great importance of having an educational organ for the *entire* State, representing *all* Educational interests, and taking rank with the very best of such mediums of Education, your Committee present the following resolutions, for your consideration and adoption :

*Resolved*—1st, That the Teachers' Association of the State of New York do earnestly desire the publication of a Journal to be called *The New York State Educational Journal*.

*Resolved*—2d, That said *Journal* contain not less than 40 or 48 pages, exclusive of business advertisements.

*Resolved*—3d, That said *Journal* be under the sole direction of one editor.

*Resolved*—4th, That there be appointed by this Association six persons, as



corresponding editors without moneyed remuneration, representing the six following interests, *viz.*:

- |                                |                          |
|--------------------------------|--------------------------|
| 1. Public Schools.             | 4. Colleges.             |
| 2. High Schools and Academics. | 5. Teachers' Institutes. |
| 3. Normal Schools.             | 6. School Supervision.   |

*Resolved*—5th, That the members of this Association representing these several interests select a Committee of three who shall nominate one person to represent their interest in the literary management of the *Journal*.

*Resolved*—6th, That said corresponding editors be requested to furnish for said *Journal* such articles as their judgment shall dictate.

*Resolved*—7th, That we, as an Association, will adopt the *Educational Journal* so conducted as our Educational organ, that we will give it our hearty support, and that we will earnestly labor to increase its circulation.—(i. 46).

In accordance with this report, the Association accepted the proposition of O. R. Burchard,\* Instructor in Classics at the Fredonia State Normal School, to publish at Buffalo a monthly journal of 48 pages at \$1.50 a year.

The first number contained 76 pages, and was devoted almost entirely to a report of the State Association. This was the editor's first mistake, as the initial number did not open up a lively prospect to hesitant subscribers. His second mistake was in uniting the September and October, and the November and December numbers of his second volume, in order to make the year begin with January. Though he assured his subscribers that for the year's subscription they would get twelve numbers, and that the change was only to make the volume begin with the year, he could not convince them that he was not attempting to swindle them, and he lost many renewals. Yet when, after having published 27 numbers, he sold the *Journal* in March, 1875, he had some 1,300 paid subscribers—a substantial list, which allowed some profit above publication expenses. Under Mr. Burchard's management, the *State Educational Journal* ranked well among the monthlies. The news was fuller than was usual, the size was maintained, and the articles were generally interesting. But he was confined to a corner of the State, and he had no intimate acquaintance with the leading teachers, so that the *Journal* was in no proper sense the organ of the State Association.

#### THE SCHOOL BULLETIN, 1874— .

It was New York's last attempt at an official publication. The *School Bulletin*, which purchased the *Educational Journal*

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\* Born in Binghamton, 1843, graduated from Yale, 1865, and from the Oswego Normal, 1869. Taught classics twelve years in the Fredonia Normal. Became secretary of the Independent Watch Co., and upon the death of his brother, a real-estate and money broker in Denver, he succeeded to that business, in which he has since been engaged.

and has since been known as *The School Bulletin and New York State Educational Journal*, has been from the first owned and controlled by its present editor, and has never asked or been offered official recognition. Indeed when it took sides with the teacher against the arbitrary exercise of official power in the famous Gilmour-Hoose controversy of 1880-82, it had all the forces of the State Department arrayed definitely against it, in concerted effort to destroy its circulation and influence. But friends enough stood by it to sustain it until the courts finally decided against the Department, and Superintendent Gilmour and his friends dropped out of educational history. From that time to the present, it may fairly be said that the *Bulletin* has been recognized as representing New York teachers more adequately than any official journal has been able to do, because the editor has had the confidence and support of the leading educators of the State. One may look through the nineteen published volumes and learn what was the controlling sentiment of the State at anytime during the nineteen years upon any important question.

A curious illustration of this is found in its change of attitude toward Andrew S. Draper, who was for six years Superintendent of Public Instruction. The *School Bulletin* opposed Mr. Draper's election, looking upon him as a politician with little interest in education, who took the place simply because the salary was liberal. It still thinks Mr. Draper was not a great deal more than that when he entered upon the office, but it happened that the associations of the office were just the environment he needed to develop unexpected strength and power. The *Bulletin* was first observant, then interested, then encouraged, until at the Binghamton meeting of school officers it became convinced that the State had hit unexpectedly upon an educational leader. From this time on it felt confidence in him, and it saw wonders accomplished that have not been equalled in American educational history. So when Mr. Draper came up for re-election, it simply reprinted chronologically the references to him it had printed from the beginning, showing the variation in feeling from hopelessness to interest, questioning, surmise, encouragement, confirmation, confidence, and enthusiasm. The interesting feature of this review of the past three years was that the variation of sentiment was not that of the editor simply, but of the teachers of the State at large, which the *Bulletin* represented with a good deal of accuracy and definiteness.

A compendious index to the first nineteen volumes has just been published, which makes it easy to turn to what has been said upon

any subject or about any prominent person. The first number of the *School Bulletin* was published in Syracuse in September, 1874. It consisted of eight pages,  $9\frac{1}{2} \times 14$  inches. After its union with the *Educational Journal*, it appeared in April, 1875, with sixteen pages, but has not since been changed in form or size or management or ownership.

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The journals mentioned include all that can properly be called representative New York journals, standing for and standing by New York teachers distinctively, and dealing primarily with the educational interests of this State.

The *New York School Journal* spreads over a broader field, and claims the largest circulation among the weekly school journals of this country. It was founded upon a weekly journal of that name published as the organ of the N. Y. city schools. The earliest number we have is that for Jan. 31, 1874, which is called "Vol. V, whole No. 158." It was an 8-page folio,  $13 \times 18$ , edited by Geo. H. Stout. We have scattering numbers up to 180, for July 4; but No. 182, for Aug. 1, becomes *New York School Journal and Educational News*, a little semi-monthly quarto,  $9 \times 11$ , of 16 pages, more than half given to advertising. The editors are now Wm. L. Stone and Amos M. Kellogg, who say :

Having purchased *The New York School Journal*, we shall unite with it the interests of the *Illustrated Educational News*, and those of the *College Review*.

In the number for Dec. 5, the editors and publishers become Amos M. Kellogg and J. W. Merrill, Mr. Stone retiring, but taking charge for a while of a collegiate department, while Mr. Merrill is to enlarge the literary department. At the beginning of 1875 (Vol. VII) the *Journal* was enlarged to 16 pages,  $11 \times 14\frac{1}{2}$ , which size was maintained till Oct. 10, 1891, when it became 24 pages,  $9 \times 13$ , in handsome new dress.

In the number for June 5, this announcement was made :

*The Teachers' Publishing Company.*—An organization by this title has been formed in this city, having for its purpose the interesting of teachers in the publication of *The New York School Journal*, and the *Working Teacher*. Those who engage in it do it for the good of the profession to which they belong ; they have no selfish interests to subserve. Besides the Board of Trustees, there will be an Advisory Board, on which several lady teachers have been elected. The entire management will be under the direction of earnest educators in Brooklyn and New York.—(vii. 360).

Accordingly the next number is "published by the Teachers' Association," subsequently, "The Teachers' Publishing Co.;" but it is said :



It will still continue to be edited by Mr. A. M. Kellogg, and both of the former proprietors will retain an interest in the new enterprise.

This scheme was not successful. The *Brooklyn Journal of Education* said of it (i. 303):

Efforts are being made to maintain the *New York School Journal*, and a number of teachers have been applied to to furnish the money with which to organize a Teachers' Publishing Company, for the purpose of disseminating, in the most energetic and complete manner possible, all that seems to be notable in the educational world. We are informed that they have purchased the *New York School Journal*, and have retained the services of Mr. Amos M. Kellogg, as editor; that they desire to render the *Journal* interesting and useful, and invite their fellow teachers to help them in this work, and they ask for increased subscriptions; they want a large number who will actually take hold in this work with them.

The object is no doubt a laudable one—it certainly is ambitious; but we do not think that it is possible to combine the elements of successful rivalry in the publishers' and printers' business under the circumstances, in view of the fact that "matters notable in the educational world" are pretty well taken care of by the Messrs. Scribner, Armstrong & Co., the Appletons, Harpers, Barnes, and a host of other enterprising and successful publishing houses.

On the whole, we advise the controllers of the *Journal* to stick to legitimate work, and our teachers if they have any "loose change," to put it in the savings bank, where it will accumulate interest at the rate of 7 per cent., which is more than they will be likely to get in these days by going into the publishing business. A number of our leading principals have been asked to join, but have "declined with thanks." The Keely motor has developed much skepticism of late—and mystery abates rather than excites interest in new enterprises.

So with No. 234 (Oct. 9) only Mr. Kellogg's name appears, and subsequently the firm name became E. L. Kellogg & Co., by a partnership with his eldest son.

With Feb. 12, 1876 (No. 243) it became a weekly of 12 pages, soon enlarged to 16 pages.

For several years Mr. Kellogg had a hard struggle, but the tide turned when he published Col. Parker's *Talks on Teaching*. The book itself had a large and profitable sale, but apart from that it led the recognition of the *School Journal* as to some extent the organ of Col. Parker and of what it kept calling "the new education." Since then it has been increasingly prosperous, financially, and has recently moved into a new building erected especially for it. The *Teachers' Institute*, a monthly journal of methods, has also proved profitable, and the Kelloggs have started other journals of minor but specific purpose, including *The Scholar's Companion*, *Treasure Trove*, *The Primary School Journal*, *Our Times*, and *Educational Foundations*. In its judgment of men and of measures the *Journal* has been too vacillating to wield influence,



but it has distributed among teachers a vast amount of material of varying degrees of value.

The *National Teachers' Monthly*, after Vol. III, *Barnes's Teachers' Monthly*, was an energetic attempt by a powerful publishing-house to establish an educational journal of real merit. It began in November, 1874, as an octavo of 64 pages, 6x8½, at a dollar a year. The articles were signed by authors of repute, and Jeremiah Mahony was secured for editor—a man whose caustic articles in the *Chicago Teacher* had attracted wide attention. Some of his best work was done in the number for May, 1875, where he hit off the various types of principals; and here are his "Miscellaneous Questions" for an examination (i. 251):

1. To which kingdom do these articles belong? Cabbage, Pork, Coal, Catnip.
  2. Why is water wet?
  3. What color is the worm?
  4. What relation is your aunt to you?
  5. Why not?
  6. If you don't like that study best, why do you?
- Tell anything miscellaneous you know; or if not, something you don't know.

He believed in national education, and in Bible-reading in schools; disbelieved in corporal punishment, normal schools and close grading; advocated reform-schools; and was excellent at a critical review, as where he introduces an editorial thus:

The following extract from an article by E. O. Vaile in *Popular Science Monthly* is presented because its views are at once so philosophical and so impractical, so suggestive of good methods and so calculated to mislead the unwary, that we think it should be read by all educators, as also the answer to it.—(ii. 16).

Here is a characteristic utterance:

A number of clerical and editorial debaters in the West are discussing the question, "Which is worse, laze or wine?" Idiots! Neither is bad, if honestly obtained and properly used. So, "to dance or not to dance" is a foolish question. There are many dangerous things, dangerous on account of what they may lead to; but the only two mortal sins are uneasiness in woman and dishonesty in man.—(ii. 279).

Of course such utterances brought criticism, and he thus defends himself against one charge often brought:

It is a mistake, too, to suppose that an acid, incisive writer is a sour-tempered man. On the contrary it takes a good-natured man to write fiercely on paper. An ugly person cannot content himself to write angrily. If passion controls, no legitimate severity can be indulged in. The style degenerates into abuse and blackguardism. Who wrote more fiercely than Horace Greeley? Yet who had a kindlier or more gentle disposition? If the truth were known, we venture it would be found that Junius wrote smiling. Good writing is

like good acting. There is feeling in it, but it must be controlled, not control. The reader who makes us weep should have tears in his voice, but he must not blubber.—(ii. 375).

But his work failed. His eccentricities annoyed his publishers, their restrictions hampered him, and after two years of it, this brief editorial appears in the number for December, 1876:

VALE.

WASHINGTON SCHOOL, CHICAGO, NOV. 16, 1876.

With this number the Editorial connection of the undersigned with the *Monthly* ends. "Good-bye, old friends!" J. MAHONY.

His successor imitated Mr. Mahony's sprightliness, but was careful to teach that the world was round or flat according to the wishes of the committee. At first he gave much more attention to school matters in New York. Gov. Robinson's message is attacked (iii. 150); State publication of text-books is naturally ridiculed (iii. 210); he is even ready to overturn the State system and evolve a new one out of his inner consciousness (iii. 116). But this did not last long, and the *Monthly* soon went back to generalities.

At the beginning of Vol. V, the editor says, modestly:

We have made our *Monthly* a real educational journal. Our contributed articles are thoughtful and instructive, our editorials are practical, and we give a careful selection of History Notes, Science Notes, and Mathematics, each month. Our Table Talk is not dull, and the Story Corner is bright and excellent, and the general appearance of the *Journal* is the best in the country. Each number is electrotyped. \* \* \*

It has been seriously charged that we are an advertising medium for our publishers. The charge is utterly and totally false. It is the settled purpose of both publishers and editor to make this *Monthly* entirely free from anything and everything pertaining to the advertisement of wares. No books have been so severely criticised as those issued by our publishers. We challenge one of our readers to bring proof to show that we exist as an advertising agency. If we cannot sustain this *Monthly* as a first-class educational journal, we shall not continue at all. It has been so sustained in the past, and from present appearances it is likely not to die.

But present appearances were deceptive, for the *Teachers' Monthly* died at the close of the sixth volume. In the midst of it the editor moralized as follows:

#### DO EDUCATIONAL JOURNALS PAY?

Theoretically always, practically seldom. Good journals pay a thousand fold, but not often cash dividends. The *Educational Weekly* has said some plain words in an honest way. We quote a few of them. "The Educational Journal is an orphan. Teachers low down are too indifferent to support it; most teachers high up, are too conceited to support it."—"Great educators expect to get the journal for nothing."—"Great educators are apt to be great humbugs." The *Omaha High School* advises the *Weekly* to "discontinue its unap-

preciated efforts and let the teachers relapse into ignorance and barbarism." But how can those, barbarians already, sink to a lower level? Let us know! Educational journals do pay. The *New York Bulletin* pays. The *Pennsylvania School Journal* pays. The *New England Journal of Education* pays. Could not Bicknell, Wickersham and Bardeen, be appointed a joint committee, and a report be squeezed out of them in which they would tell—how? It would be hailed with joy by a hundred poor, struggling, philanthropic, self-sacrificing and non-sustaining journals, now living in vain expectation of striking a bonanza.

We honestly believe Mahony of the *Educational Weekly* struck his shillalah on the right spot when he intimated that the reason some educational journals don't pay, is because they are published in the interest of education! Teachers don't want educational journals except for fame and glory. Who says they do? Let us hear from them. Now we are going to tell a fact. We shall not tell the place—not now—we may sometime.

## FACT.

In a State Normal school receiving and expending over eighteen thousand dollars a year, with a faculty of sixteen teachers, only two of these teachers take and pay for any kind of an educational journal. ONLY TWO! Among the pupils, three hundred young men and woman—our future teachers—NOT ONE takes any kind of an educational journal. Who is to blame? Are our teachers so low down, even the best, or are our journals unworthy of support? Which? *Barnes's Educational Monthly* lives, because,—well we don't like to tell why, but we live (begging pardon of our friends and enemies for so doing) because we can't quite make up our minds to die. We've thought some of it, but a respectable funeral costs so much now-a-days, we have concluded that it is cheaper to live than die, so we live, and while we live shall try to be as enterprising as the circumstances will permit.—(vi. 206).

It at last decided to die without a respectable funeral, for I do not find a word of farewell in the last number, nor has my volume any title or table of contents.

The *Brooklyn Journal of Education* was not meant to be, as its name would indicate, a local journal, though it began with a description of city schools, and minutes of the meetings of the board of education.

The first number is dated March, 1875, a monthly octavo,  $6\frac{1}{4} \times 9\frac{1}{2}$ , of 60 pages, at \$2.50 a year. The editor was John Y. Culyer, then prominent in the Brooklyn board of education. A sort of free Teachers' Agency was attached, as this notice shows:

*Teachers* seeking positions and those desirous of securing the services of competent teachers, can make use of a *Record Book* prepared for that purpose, at the Rooms.

This plan was officially adopted by the State Teachers' Association at the Fredonia meeting, and Mr. Cruikshank, corresponding secretary of the Association sent out circulars and blanks (i. 473). The registration fee was fixed at a dollar and some teachers paid



it, but of course without result. It takes something more than a "Registry Book" to conduct a Teachers' Agency.

Two former editors of the *Teacher*, Messrs. Valentine and Cruikshank, have articles in this first number, and some attempt was made at the next meeting of the State Teachers' Association to have the *Journal* adopted as the organ of the Association, though the project was abandoned. As one might judge from knowing the editor, much space was given to art and to hygiene, the articles on the latter subject perhaps the most valuable in the volume.

With the number for January, 1876, the title is changed to *The Journal of Education of New York*. Next month to the many separate departments was added a kindergarten department, conducted by Prof. and Mrs. Kraus. But the first number of Vol. II (March, 1876,) was the last published. A card was sent to subscribers offering to complete their subscriptions with *The Sanitarian*, or to return check for the unexpired period. There had been much good matter in the *Journal*, but it was above the heads of the common school teachers, and did not appeal to higher teachers as in any way a necessity.

The *Buffalo Public School Journal* began a good deal lower down. It was an 8-page monthly quarto,  $10\frac{1}{2} \times 15$ , at 50 cts. a year, started May, 1877, by Alex. C. Gordon. At the end of the year the editor says the *Journal* "may now be reckoned among the established institutions of the city. Its success, so far, has consisted in keeping within the limits its patronage allowed"—a pithy statement that explains a good many failures in educational journalism. But with the June number it slightly enlarges its sheet, in July it somewhat changes its plan, and in August it is announced that Mr. Gordon died on July 28. R. M. Evans & Co., became publishers. In Dec., 1878, a new editor is announced—J. W. Barker, who had been from the first the most frequent contributor. He broadened the scope of the *Journal* somewhat, went to State associations and reported them, got the contract for printing the State Association proceedings in 1879, and printed two of the papers in pamphlet width in the August *Journal*.

But money grew scarce. The number for Feb., 1880, was omitted, and that for April was printed on coarse paper, and with July (Vol. IV, No. 3) the fight was given up—only 4 pages were printed, and no subsequent numbers appeared.

*School* is the brief title of the organ of the New York city teachers. It began in Sept., 1889, and is a weekly quarto,  $10\frac{1}{2} \times 14$ , nominally of 8 pages, but with frequent supplements. It is de-



voted almost exclusively to news of the city schools, and gives frequent portraits of teachers and school officers. Apparently it is succeeding admirably in its purposes.

Since beginning Vol. VI, December, 1892, the *Journal of Pedagogy* has appeared with the imprint of Dunkirk, N. Y. The previous volumes had announced Athens, Ohio, as the publication office, and the journal was really an outgrowth of the Ohio University there located, President Super and Prof. Gordy doing much of the editorial work. But the publisher has been from the first Albert Leonard, principal of the Dunkirk high school, just appointed principal of the Binghamton high school. The *Journal* is a well-printed quarto of 24 pages  $7\frac{1}{2} \times 10$ , first monthly at a dollar a year, but since 1892 quarterly, at half a dollar a year. Its best feature has been its book-reviews.

The *Educator*, a monthly quarto, of 16 pages,  $9 \times 12$ , started in Buffalo, Jan., 1889, by W. Hazleton Smith, as a journal of current history, has had much success, its circulation reaching well up among the thousands.

*The Teachers' World, a Journal of Methods and Devices*, started humbly enough in Ira, Ohio, in Sept., 1889, as a monthly quarto of 16 pages,  $8 \times 11$ , at 50 cts. a year, by the F. R. Howe Printing Co. Curiously enough this same number, but with the advertisements changed and a colored cover, so far as the first four pages go, appears in Oct., 1889, as "Old Series, Vol. IV, No. 7; New Series, Vol. I, No. 1," issued by The Teachers' Publishing Co., New York. A duplicate edition was printed for Ira, at least till June, 1890, the editions having different covers and advertisements.

By Feb. 1892, the title had become *Common School Educator and Teachers' World*, with William A. Mowry, as editor, former publisher of *Common School Education*, which he had started in Boston in connection with *Education*. It now had 44 pages,  $8\frac{1}{2} \times 11$ , while in June the title became *Teachers' World, a Journal of Methods, Aids, and Devices*, with which has been incorporated "*Common School Education*," "*Rostrum*," and "*Current History*." *Rostrum* was a short-lived paper started as an advertising medium by W. D. Kerr, and *Current History* had been published at Fairport by John Warren Ball, made up principally by reprinting from type used in the make-up of a weekly edition of a daily journal in Rochester.

In Sept., 1892, the size grew still larger, 52 pages,  $8\frac{1}{2} \times 11\frac{1}{2}$ , and the subscription became \$1.00 a year, but the title went back to

its original form. In October, the size of the page was again increased, to 9x12. It is conducted on substantially the same basis as the *Popular Educator* of Boston, and has built up a subscription list that begins to rival that of the Boston phenomenon, having already reached some 35,000, it is claimed.

The monthly *Educational Gazette* was started at Rochester in January, 1885, of the same size and form and price as the *School Bulletin*. It has few original articles, but is made up mostly of extracts from reports and addresses, examination questions, methods for young teachers, and the like, and has proved popular at teachers' institutes. Its first editors were Alvin P. Chapin and W. D. Kerr, but Mr. Kerr soon withdrew, and after various changes in ownership, it announced in February, 1893, that Mr. Chapin no longer had any proprietorship in it.

Of the journals that have had a brief life and disappeared, *The Teacher* was among the best. It was started in 1888 as a monthly quarto of 20 pages, 9½x12, by Miss Simpson, a bright young woman who elicited contributions from well-known writers and made a dignified and handsome journal. Its special purpose was the furtherance of industrial education, and its book-reviews were remarkably good. After three volumes were completed, the next began, Jan., 1891, as New Series No. 1, 32 pages, 8½x11½, but the next volume was called Vol. V. It was not pecuniarily successful, and has recently given place to *The New Education*, of which Sup't Hailmann of La Porte is editor.

*The Learner and Teacher*, a monthly 16-page quarto, 9x12, at \$1.00, began in January, 1891, but we have received no copy since January, 1893, and presume it has ceased publication. It was a handsome journal of much literary merit, but inclined to wander into fields not purely educational.

A different field was occupied by *Queries, devoted to Literature, Art, Science, Education*, conducted by C. W. Moulton, a monthly of 16 pages, 6¾x9¾, that began in Buffalo, Jan., 1885. The first volume contained 220 pages, the second 334, and the third 420, the last being paged on from the second, curiously enough. The last number of this volume (Dec., 1887) is given largely to "forgotten poets," and I think the magazine afterwards became a receptacle for poems declined by other magazines, and for the recognition of poets whose merits an unappreciative public had neglected.

I recently found in a volume of pamphlets Nos. 4 to 12, Feb., to Oct., 1842, of Vol. I of *The Mental Cultivator; a Monthly Peri-*

*odical devoted to the interest of Education.* It was edited at Poughkeepsie by Isaac Harrington, Jun., then instructor in the Poughkeepsie Collegiate School ; but bears on the title-page in the usual place for the publisher's inprint,

Newark High School for Young Ladies,

James Cox, Printer,

1841-2.

This is explained in the May number, where Isaac and Sarah E. Harrington announce that they are to open a seminary in Newark, taking boarders at \$200 a year.

It is an octavo of 16 pages, 6x9, making with the index 190 pages for the year. No. 4 opens with a "speech of Wm. McGeorge, A.M., in the recent debate before the Poughkeepsie Lyceum, on the usefulness of the Classics." This is in nonpareil type, and the jump to pica on page 53 is startling. The terms are 50 cents a year, and the names of the subscribers are printed,—among them E. Corning, Esq., John A. Dix, Esq., Gideon Hawley, Marcius Wilson, A.M., Oren Root, A.M., S. B. Woolworth, A.M., H. Barnard, and the Poughkeepsie P. O.

Mr. Harrington is fond of curiosities, and gives several anagrams. He is not averse to anecdotes either, as :

"First class in grammar," said the country pedagogue, "come and recite ; Bobby what is steam ?" "Boiling water, sir." "That's right ; compare it." "Positive, boil ; comparative, boiler ! superlative, burst !!" "Very good, you'll learn to parse soon ; you may take your seat."—P. 88.

*Words oddly "mixed up."*—A country merchant advertises "Black men's gloves ; Plain lady's slippers ; Red children's stockings, and new children's books."

Scholars please set these words in right order.—P. 105.

But as a whole the *Cultivator* is uninteresting, and Mr. Harrington's original contributions are principally grammatical—as where he shows that the sentence, "A said to B that the teacher told him that he must let him have the book," is shown to be capable of 36 interpretations.

Few will remember *The Educator*, of Dansville, yet I have "Vol. I, No. 2" of that little journal, an octavo of 52 pages,  $4\frac{1}{2} \times 7\frac{1}{2}$ , "published tri-yearly," by Henry R. Sanford, now one of the State board of institute instructors. It is said to be "devoted to popular instruction," but only 11 of the 52 pages are given to this, 8 being devoted to the Seminary and the rest to paid advertisements.

For part of its peripatetic career *The Kindergarten Messenger* was published in New York. Vol. III, for 1875, had been pub-

lished by Miss Elizabeth P. Peabody herself in Cambridge, Mass., a little 12mo,  $4\frac{1}{2} \times 7\frac{1}{4}$ , of 288 pages altogether. With 1876, it was merged in the *New England Journal of Education*. This arrangement proved unsatisfactory, and after some further experiment the journal was transferred to the editor of *The School Bulletin*, Syracuse, and Vol. V began in January, 1881, as *Kindergarten Messenger and The New Education*, the official organ of the American Froebel Union, edited by W. N. Hailmann, then of Detroit. After the publication of two volumes of 188 pages each,  $6\frac{1}{2} \times 9\frac{1}{2}$ , at a dollar a year, the *Messenger* with January 1, 1883, was fused with *The Public School*, of Boston.

*The School-Room* was started in July, 1881, as a journal of practical help in the school-room, adjunct to *The School Bulletin*. It was a monthly 8vo of 16 pages,  $6\frac{1}{2} \times 9\frac{1}{2}$ , at 50 cents a year. Five volumes were published, but in July, 1886, it was consolidated with the *Bulletin*.

*The Normal Instructor* was started at Rome in October, 1887, by A.W. Mumford. It was a monthly quarto of 8 pages,  $9\frac{1}{2} \times 12$ , at 50 cents a year. At the beginning of the second volume it was made an octavo,  $6 \times 9$ , of 32 pages, but in April was moved to Syracuse, where it became a handsome quarto,  $8\frac{1}{2} \times 12$ , of 16 pages, but after No. 10, for Nov., 1889, it was consolidated with *The American Teacher*, Boston. Mr. Mumford is now the Chicago agent for *The School Bulletin*.

The name was revived two years later, Nov., 1891, in a journal started at Dansville, N. Y., by F. A. and F. C. Owen. This new *Normal Instructor* is a monthly quarto,  $10 \times 13$ , of 20 pages, at 50 cts. a year. Its primary purpose was to advertise the "American Correspondence College," but as the proprietors were threatened by Melvil Dewey, secretary of the Regents of the University, with criminal prosecution for violating the State law, in July, 1893, they changed the name of this concern to the "American Correspondence Normal."

*The School Gazetteer* was started in New York, Oct., 1886, by the Writers Publishing Co., Harlan H. Ballard, editor, as "a current reference list of school books, literature, and appliances." It was a small quarto,  $7 \times 9\frac{1}{2}$ , of 32 pages. The last number I have is Vol. II, No. 2, Jan.-March, 1887, 124 pages,  $7 \times 10$ .

It was succeeded in July, 1888, by *The Academe*, a monthly magazine in the interest of higher educational institutions, a quarto  $7 \times 9\frac{1}{4}$ , of 52 pages, the first number labelled "Vol. II, No.



1." The last number I have is Vol. II, No. 4, for Nov.-Dec., 1888, the size of the page increased to  $7\frac{1}{4} \times 10$ .

Of the type of magazines for school reading now so common, New York furnished an early example in *The Student, a Family Magazine and Monthly School Reader*. The earliest volume I have is Vol. V, beginning Nov., 1848, and giving each month at a dollar a year, 32 pages,  $6\frac{1}{2} \times 10$ , "much enlarged and improved," we are informed, "and in a new dress." The publisher is J. S. Denman and the editors are Denman, Calkins, and Paine, of whom



NORMAN A. CALKINS.

Mr. Calkins is the only one personally known to teachers of this generation. Mr. S. E. Paine's name is first added in the number for May, 1849. Of Vol. V, No. 1, 11 pages are in brevier type, then 11 pages in long primer, then 6 in pica, and then two in a very large and heavy type, with "exercises designed for little children who are just learning the first principles of written language."

Lesson I begins :

a a a. n n n. an an an. x x x. ax ax ax. an ax. o o o. ox ox ox. an ox.

The year is divided, so that Vol. VI completes only the third year, ending with Oct., 1849, showing that the *Student* began in Nov., 1846. The next volume I have begins May, 1850, leaving a gap of six months, or Vol. VII of the *Student*. But a new series is now begun, under a title slightly changed, and with the page reduced to  $5\frac{1}{2} \times 8\frac{1}{2}$ . Mr. Calkins is now sole editor, and the publishers are Fowler & Wells. I have the volumes up to Dec., 1852, Vol. VI, No. 2.

The next I have is *The Student and Schoolmaster*, "New Series, Vol. I, No. 1," Nov., 1855. The size is now  $5\frac{1}{2} \times 8$ , and the volume, for six months, contains 216 pages. Of its subsequent history I know nothing.

On Jan. 1, 1883, C. W. Hagar published in New York Vol. I, No. 1, of *The Pupils' Companion*, a semi-monthly of 16 pages,  $6\frac{1}{2} \times 10$ , on lines similar to those of *The Student*. With Vol. II, No. 13, September, 1884, it became a monthly, reducing its price from 75 cts. a year to 40 cts. In the number for July and August, 1885 (Vol. III, No. 7) it is announced that with its next number the journal will be enlarged, and known as *The Pupils' Companion and Teacher*. I have not followed its subsequent history, but be-

lieve it was sold to E. L. Kellogg & Co., and became *The Scholar's Companion*. (See page 34).

It is hardly within the province of this paper to mention Sunday School journals, but of *The Sunday School Advocate* I have been interested in looking over Vols. XII, XIII, from October 16, 1852, to July 22, 1854. It is an 8-page, semi-monthly quarto,  $9\frac{1}{2} \times 13$ , for that time unusually well printed and illustrated.

Of the several attempts made in this country to establish educational journals of a higher rank, New York has published the three that alone have proved successful.

The *Academy* was started in Feb., 1886, by Geo. A. Bacon, then principal of the Syracuse high school, as a journal of secondary education, and was made the organ of the Associated Academic Principals of the State. It began as a stately monthly 8vo of 29 pages,  $6 \times 9\frac{1}{2}$ , but grew till the sixth volume had 590 pages. It ended abruptly and unexpectedly with No. 5 of Vol. VII, (June, 1892), not for lack of support, but because Dr. Bacon's health would not permit him longer to give it editorial supervision. The *Academy* was from the first received as a worthy addition to the higher literature of pedagogy, and its volumes are an honor to the profession.

It is succeeded, practically though not nominally, by *The School*



J. G. SCHURMAN.

*Review, a Journal of Secondary Education*, started January 1, 1893, at Ithaca, by President J. G. Schurman, of Cornell University. This is a monthly, 8vo, of 66 pages,  $6\frac{1}{2} \times 10$ , at \$1.50 a year, and rests upon an endowment that makes it financially independent. It aims to unite the highest scientific research with a thoroughly practical treatment of all subjects, and already takes rank beside the best journals in

the other professions.

The establishment of *The Educational Review* as a monthly of high rank at \$3.00 a year was generally regarded as a hazardous experiment. The Boston journal, *Education*, had proved so flat a failure both financially and in influence, that few believed the time was ripe for such a journal. Yet from the very first the *Review* has more than paid its way, and it stands easily at the head of all journals of its class in any language or in any country.

It was founded in 1890 by four teachers of acknowledged distinction, under management of Prof. Nicholas Murray Butler of Columbia college, a man whose powers are as remarkable for versatility as for profundity, and which are in both directions phenomenal. The *Review* is a handsome octavo of 100 pages, and readily commands articles from the highest authorities upon any educational topic.

The five volumes already published, from Jan., 1891, to June, 1893, are the beginning of what will be recognized as among the most important features of a pedagogical library, and form a fitting crown to the history thus far of educational journalism in New York.









## John Henry Pestalozzi.

1. *Pestalozzi ; his Aim and Work.* By BARON DE GUIMPS. Translated by Margaret Cuthbertson Crombie. Cloth, 12mo, pp. 336. \$1.50.



Among the best books that could be added to the teacher's library.—*The Chautauquan*, Oct., 1889.

It is sufficient to say that the book affords the fullest material for a knowledge of the life of the great educational reformer.—*Literary World*, June 22, 1889.

The most satisfactory biography of Pestalozzi accessible to English readers.—*Wisconsin Journal of Education*, Aug., 1889.

There is not a teacher anywhere who cannot learn something by the perusal of this work.—*Science*, June 7, 1889.

The work is a timely reminder how far we have strayed in following the deity of "examination", which should have been kept in its place as the handmaid of education.—*The Schoolmaster*, London, Feb. 16, 1889.

2. *Pestalozzi and Pestalozzianism.* By R. H. QUICK. Paper, 16mo, pp. 40. 15 cts.

3. *Lessons in Numbers, as given in a Pestalozzian School, Cheam, Surrey, The Master's Manual.* By C. REINER. Cloth, 16mo, pp. 224. \$1.50.

4. *Lessons in Form, or, an Introduction to Geometry as given in a Pestalozzian School, Cheam, Surrey.* By C. REINER. Cloth, 16mo, pp. 215. \$1.50.

Both 3 and 4 in one volume, \$2.00.

These works were prepared in 1835 under the supervision of Dr. C. Mayo in the first English Pestalozzian school, and have particular value as representing directly the educational methods of the great reformer.

5. *Object Lessons ; or Words and Things.* By T. G. ROOPER. Leatherette, 16mo, pp. 56. 50 cts.

This little work is at once philosophical and practical. It gives the basis on which the theory of object-teaching rests, adds hints as to how it may be made useful, and then gives a lesson on The Duck, which for interest and suggestiveness has nowhere been equalled. It partakes of the true spirit of Pestalozzi.

6. *The Pestalozzian Series of Arithmetics*, Based upon Pestalozzi's method of teaching Elementary Number. By JAMES H. HOOSE. Boards, 16mo, *First Year, Pupil's Edition*, pp. 156, 35 cts. *Teacher's Edition*, containing the former, with additional matter, pp. 217. 50 cts. *Second Year, Pupil's Edition*, 50 cts.

In many schools this system is considered the only true method.

**C. W. BARDEEN, Publisher, Syracuse, N. Y.**

## Friedrich Froebel.



1. *Autobiography of Friedrich Froebel*. Translated and annotated by EMILY MICHAELIS and H. KEATLY MOORE. Cloth, 12mo, pp. 183. \$1.10.

Useful and interesting \* \* \* among the best that could be added to the teacher's library.—*The Chautauquan*, Oct., 1889.

There is no better introduction to the Kindergarten.—*Wisconsin Journal of Education*, Sept., 1889.

2. *Child and Child-Nature*. Contributions to the understanding of Froebel's Educational Theories. By the BARONESS MARENHOLTZ VON BUELOW. Cloth, 12mo, pp. 207. \$1.50.

It is a fit companion to the *Autobiography* and the two are published in the same style—a capital idea—and a royal pair of volumes they make.—*Educational Courant*, Oct., 1889.

Its design is to illustrate the theory and philosophy of Froebel's system. It does this so clearly and pleasingly as to give no excuse for criticism. \* \* \* The volume is one profitable for every mother, as well as every teacher of children.—*Chicago Inter-ocean*, Sept. 14, 1889.

3. *The First Three Years of Childhood*. By B. PEREZ, with an Introduction by Prof. Sully. Cloth, 12mo, pp. 294. \$1.50.

The eminent English psychologist, Prof. Sully, says that Perez combines in a very happy and unusual way the different qualifications of a good observer of children, and that he has given us the fullest account yet published of the facts of child-life.—*Journal of Pedagogy*, April, 1889.

4. *The Kindergarten System*. Principles of Froebel's System, and their bearing on the Education of Women. Also remarks on the Higher Education of Women. By EMILY SHIRREFF. Cloth, 12mo, pp. 200. \$1.00.

5. *Essays on the Kindergarten*. Being a selection of Lectures read before the London Froebel Society. Cloth, 12mo, pp. 175. \$1.00.

6. *Primary Helps*. By W. N. HAILMANN. A Kindergarten Manual for Public School Teachers. Boards, 8vo, pp. 58, with 15 full page plates. 75 cts.

7. *The New Education*. Edited by W. N. HAILMANN. Vol. VI., the last published. Cloth, 8vo, pp. 146. \$2.00.

8. *The New Education*. By Prof. J. M. D. MEIKELJOHN. Paper, 16mo, pp. 35. 15 cts.

**C. W. BARDEEN, Publisher, Syracuse, N. Y.**